

KIPP Indianapolis

Location TBD

Executive Summary

The mission of KIPP Indianapolis is simple, yet powerful: To provide educationally underserved students with the knowledge, skills and character needed to succeed in top quality high schools, colleges and the competitive world beyond. Armed with these skills and achievements, the students of KIPP Indianapolis will recognize an outstanding education as the instrument to achieve personal success. The mission is not easily accomplished; the students of KIPP Indianapolis will soon learn that ***there are no shortcuts*** to realize these goals.

The Knowledge is Power Program (KIPP) grew out of a 12 hour conversation about the problems plaguing public education between Michael Feinberg and David Levin as they drove a Ford Taurus from Los Angeles to Houston in the summer of 1992, weeks after finishing at the University of Pennsylvania and Yale University. Mike and David were new corps members for Teach for America, a national program that places college graduates in impoverished schools.

Today, 98% of all the students at KIPP Houston pass all sections of Texas state exams and KIPP Bronx outperforms all other Bronx middle schools on New York's standardized tests. KIPP Bronx now ranks as the fifth highest scoring middle school out of 313 schools in New York City in math and as 25th highest scoring middle school out of 313 schools in New York City in reading. This puts them in the top 10% in the city for achievement in both areas. The KIPP model has been widely praised for its success- 99 percent of KIPP's students are from minority groups, and 92 percent receive free meals through the federal school lunch program.

KIPP's expectation is to prepare students with the tools needed for success in college. KIPP makes no excuses based on race, gender, socioeconomic status or disability. KIPP schools have been successful at getting students into top public and private high schools that already have a proven track record of success. Last year, KIPP eighth grade students earned over \$4 million in high school scholarships.

The remarkable success of the two pilot schools led to the creation of a national, non-profit organization whose sole mission is to train and support educators to start high-performing middle schools across the country.

Indianapolis is an ideal city to create a KIPP-like school. The families living in numerous areas of Indianapolis are increasingly demanding a choice in their children's schooling. Frequently dissatisfied with their zoned public school and often unable to pay tuition for private schools, parents are, in ever increasing numbers, enrolling their children in charter schools or other public schools of choice. Responding to this demand for choice, KIPP Indianapolis will be established as an academically intense college preparatory middle school. The school will function as a public charter school, serving upper elementary and middle school students residing in one of the city's most needy areas.

KIPP Indianapolis will not choose the best students in Indianapolis to achieve success; in fact, incoming 5th graders will be admitted regardless of their test scores. The only admission requirement for the school is the students' and their parents' willingness to sign and uphold the KIPP Indianapolis Commitment to Excellence. The commitment specifies that the students, parents, and teachers all have the **desire, discipline and dedication** to do everything in their power to support the education of the student. It is through the power of this joint commitment

KIPP Indianapolis

that the children of Indianapolis' poor neighborhoods will break the cycle of poverty endemic in their neighborhoods, and choose instead to enjoy the productive, successful and self-directed lifestyle of the well educated. KIPP Indianapolis' framework encourages students and their families to view an intense academic commitment as the key to future success.

KIPP Indianapolis motivates students and teachers to attend school from 7:30 a.m. to 5:00 p.m. during the week, for four hours every Saturday, and for one month during the summer. All of these hours are focused on addressing the academic, intellectual, and character skills of our students. Overall, KIPPsters spend approximately two-thirds more time in the classroom than most of their peers, and they achieve remarkable academic and social progress after only one year.

Although there are some after school programs available to students in Indianapolis, KIPP Indianapolis will successfully link regular classroom instruction and extended hours by housing the program in one place, providing instruction by one dedicated faculty, and implementing a unified curriculum woven throughout the day. Furthermore, by serving students in grades 5-8, KIPP Indianapolis will effectively bridge the crucial gap between elementary and high school. This is often a time in which many of our poor, urban children replace academic fervor with involvement in often harmful influences such as drugs, gangs, violence, and crime. KIPP Indianapolis will focus on children at the young age of nine or ten and support and encourage them through the turbulent years of early adolescence.

The incorporation of mandatory summer school, Saturday school, and extended hours during the week allows KIPP Indianapolis staff to develop creative programming. During the summer new students are initiated into the routines, procedures, and high expectations of the school while returning students get a head start on the next academic year. Saturdays during the "normal" school year are spent in various enrichment activities. During the week, all students start the day with a half-hour of critical thinking and problem solving activities. Students then engage in nine hours of instruction including reading, writing, math, social studies, science, and fine arts. From 3:30-5:00 p.m. each day, all students read novels for forty-five minutes and then participate in one of the school's electives or are in study hall.

While the location of the campus is still in the planning stage, it is our intention that KIPP Indianapolis students will come from neighborhoods in which the vast majority of the families will be eligible for the federal free breakfast and lunch program. KIPP Indianapolis will provide these children with the opportunity to replace the stigma associated with these programs with a personal pride and passion for learning. The students will recognize that in order to avoid the traps of the stereotypes placed upon their people and culture, they must value their time in school, using it as a vehicle to transform their knowledge into power over their own destiny. KIPP Indianapolis strives to empower students to avoid the pitfalls of poverty through obtaining a quality education, enabling each of them to fully experience the American dream.

The KIPP Indianapolis framework succeeds not because of who teachers and students are, but rather, what the students and teachers **do**:

Students and teachers in KIPP Indianapolis will spend more time in the classroom than in any other school in the district;

KIPP Indianapolis

Students in KIPP Indianapolis will focus on developing the academic, intellectual, and character skills necessary for success in high school, college, and beyond;

Teachers in KIPP Indianapolis will work together to identify and recruit master teachers in order to refine, share, and develop effective teaching strategies;

Teachers in KIPP Indianapolis will bridge the gap between school and community by visiting every student's home before the start of the school year and continuing to make regular home visits throughout the year. Important parent activities such as checking homework and reading with the children will occur in KIPP Indianapolis homes;

Teachers in KIPP Indianapolis will provide students with home phone numbers, cellular phone numbers, pagers and a toll-free 800 number to students in order for children to contact teachers at night for homework assistance or in case of an emergency; and

Teachers in KIPP Indianapolis will provide rides to and from school for students whose families do not have any means of transportation.

The goals of KIPP Indianapolis are not modest. Not only does KIPP Indianapolis contend that its students will score higher on district, state, and national tests than those from neighboring areas, but the school also envisions witnessing its initial class of students, in its entirety, enter competitive universities throughout the country in the year 2011. By preparing students with the academic skills, intellectual habits, and character traits to achieve success throughout their academic years and into life, KIPP Indianapolis will serve as a model of educational excellence.

Table of Contents

I. Our Vision.....	7
A. Mission	7
B. Need	8
C. Goals.....	9
II. Who We Are.....	11
A. Founding Group	11
III. Educational Services Provided.....	15
A. Educational Philosophy	15
B. Curriculum	16
C. Assessment....	18
D. Special Student Populations	19
IV. Organizational Viability and Effectiveness	21
A. Budget and Financial Matters	21
B. Governance and Management	24
C. Transportation.....	27

Appendices

Appendix A

KIPP Commitment to Excellence & Student Expectations

Appendix B

Highlights from KIPP Houston and KIPP Bronx

Appendix C

Fisher School Leadership Program

Appendix D

Leadership Information

Appendix E

Budget

Appendix F

Organizational Documents

Appendix G

Articles Highlighting the KIPP Model

Appendix H

Sample 5th Grade Academic Standards

I. Our Vision

A. Mission

The mission of KIPP Indianapolis is to provide educationally underserved students with the knowledge, skills, and character needed to succeed in top quality high schools and colleges and the competitive world beyond.

KIPP serves as a new model for public schools by emphasizing its students' time on task and encouraging the students and their families to view an intense academic commitment as the key to their futures. The KIPP design motivates students and teachers to attend school from 7:30 a.m. to 5:00 p.m. during the week, for four hours on Saturdays, and for four weeks during the summer. These hours add up to roughly *67% more time in the classroom than the national average*. All of these hours are focused on addressing the academic, intellectual, and social needs of all students, regardless of background or disability.

KIPP schools currently exist in Houston, Texas, South Bronx, NY, Gaston, North Carolina, and Washington, DC. KIPP Indianapolis will join an alliance of schools that are successfully achieving this mission.

Our school philosophy can be explained through KIPP's Five Pillars:

1. **High Expectations.** KIPP Schools have clearly defined and measurable high expectations for academic achievement and conduct that make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support, through a range of formal and informal rewards and consequences for academic performance and behavior.
2. **Choice & Commitment.** Students, their parents, and the faculty of a KIPP school have made a choice to be at the school. No one is assigned or forced to attend these schools. Everyone must make and uphold a commitment to the school, and to each other to put in the time and effort required to achieve success.
3. **More Time.** KIPP Schools know that *there are no shortcuts* when it comes to helping educationally disadvantaged students succeed academically. A longer school day, a longer school year, and summer school mean more time for students in KIPP schools to acquire the academic knowledge and skills, as well as broad extracurricular experiences that will prepare them for competitive high schools and colleges.
4. **Power to Lead.** The School Leaders of KIPP Schools are effective academic and organizational leaders who understand that there are no great schools without great School Leaders. They have control over their school budget and personnel. They are free to swiftly move dollars or make staffing changes, in order to be most effective in helping students learn.
5. **Focus on Results.** KIPP Schools are focused unrelentingly on results. Student performance on tests and other objective measures will substantially outpace district

KIPP Indianapolis

averages; results that don't invite excuses based on demographics; and achievement that enables students to compete at the nation's best high schools and colleges.

The key components of our program are summed up in our motto, "THERE ARE NO SHORTCUTS," words that apply alike to administration, faculty, students, and parents.

B. Need

Indianapolis like many other American cities has problems with poverty, gangs, violence, drugs, and illiteracy. These problems usually begin to consume and afflict children during the middle school years. If negative influences are allowed to take hold, students may head down a dangerous and destructive path.

Demographic information about Marion County and the Indianapolis Metropolitan area shows the real poverty and need of Indianapolis lies in Marion County, home to Indianapolis Public Schools. Marion County has 53% of all Indianapolis students, yet only 42% of the students graduate from high school. KIPP Indianapolis looks to target these low income and educationally underserved populations.

Education	Marion County	Other Indianapolis Counties	Indianapolis MSA
K to 12 School Enrollment (1999/2000 Total Reported)	153,279	138,115	291,394
Public	126,199	129,489	255,688
Private	27,080	8,626	37706
High School Graduates (1999/2000)	5,798	7,727	13525
Going on to Higher Education	4,200	5,905	10105
4-year	3,316	4,845	8161
2-year	423	561	984
Voc/tech.	461	499	960

Sources: Indiana Department of Education; US Census Bureau

Income and Poverty	Marion County	Other Indianapolis Counties	Indianapolis MSA
Population	860,454	747,032	1,607,486
Per Capita Income in 1999	\$30,685	\$30,342	\$30,523
Welfare (TANF) Families in 2000	6,879	1,390	8,269
Food stamp Recipients in 2000	55,647	18,372	74,019
Free and Reduced Fee Lunch Recipients in 2000	52,459	18,420	70,879

Sources: US Census Bureau; U.S. Bureau of Economic Analysis; Indiana Family Social Services Administration; Indiana Department of Education

(Table 1)

The Indianapolis community is increasingly longing for and in need of excellent schools that refuse to make excuses for failing test scores. Parents are frequently dissatisfied with their public school and often unable to pay tuition for private schools and are left without a viable option. KIPP Indianapolis will be established as an academically intensive college preparatory middle school in an effort to meet the needs and desires of the Indianapolis community.

KIPP Indianapolis

KIPP Indianapolis will not only provide an excellent education to its students, but will also sound a challenge to the Indianapolis Public Schools. By providing a top-notch education to students in low-income areas, the existing KIPP Academies have proven that when it comes to educating children, there are “no excuses.” Similarly, KIPP Indianapolis will prove that the children of Indianapolis can, and should, go on to excel at the top high schools and colleges in the country.

As a model of excellence, KIPP Indianapolis can brighten the prospects of the community, can serve as a “learning laboratory” for public school teachers and administrators, and can provide a training ground for the future community leaders of Indianapolis and the world beyond. It is our hope that by fulfilling our mission to educate our students, invest in our parents, and challenge our public schools, KIPP will help lead Indianapolis toward a vibrant and thriving future.

C. Goals

Academic Performance

KIPP Indianapolis has seven overarching goals. They are:

1. Students will possess a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of science, mathematics, social studies, and language arts.
2. Students will be effective and confident communicators.
3. Students will be critical thinkers and problem solvers.
4. Students will have an appreciation for the humanities and show respect for diverse cultures.
5. Students will possess a life-long love of learning.
6. Students will possess a strong desire to serve the community in which they live.
7. Students will have the desire, discipline, and dedication to achieve their highest aspirations and dreams.

To accomplish this, KIPP Indianapolis has short-term, intermediate, and long-term goals.

The short-term goal is simply to provide a meaningful educational experience; one that impresses upon students the amount they can accomplish in a single year of dedicated hard work, and the level to which they can enhance their self-confidence through achievement.

- KIPP Indianapolis students will exceed the average performance levels of students in Indiana in reading and mathematics through the advantage of having roughly 67% more time focused on academics than traditional school programs.
- Each student will maintain progress toward benchmarks of proficiency as defined by the Indiana Academic Standards through ongoing assessment as measured by a system of mandated and non-mandated assessment measures.
- KIPP Indianapolis’ mobility, truancy, and drop-out rates will be below the state norm.
- KIPP Indianapolis’ attendance rates will be above the state norm.

The intermediate goal is to help students carry this sense of academic commitment and accomplishment through middle school and into high school.

KIPP Indianapolis

In addition to those areas in which the district and state have identified achievement standards, KIPP Indianapolis students must meet additional standards of demonstrated excellence. By the end of the charter period:

- 90% of KIPP Indianapolis students will pass state mandated tests by the end of 8th grade;
- 90% of KIPP Indianapolis assigned homework will be turned in and complete;
- 90% of KIPP Indianapolis students will demonstrate the ability to design and conduct a valid scientific experiment.
- 90% of all KIPP Indianapolis students will qualify for graduation, and be accepted into a proven and established college preparatory high school program.
- At KIPP Indianapolis, LEP (Limited English Proficiency Students) will achieve fluency in English and will exit bilingual services by graduation.

The long-term goal is to instill in our students the belief that they should and will be able to attend college, and through this process provide them the tools to do so.

- KIPP Indianapolis will track at least 90% of students as they leave KIPP into high school and college years.
- 90% of all KIPP Indianapolis alumni will graduate from high school.
- 90% of all high school graduates will be accepted into an accredited university.
- 50% of KIPP alumni will come back to serve as mentors, tutors, and role models to current KIPPsters either after school, on Saturdays, and special events.

Organizational Viability

The organizational viability goal for KIPP Indianapolis is to have strong financial management and budget controls. KIPP Indianapolis will develop a formalized system to document its business office procedures. KIPP Indianapolis will also identify an efficient accounting software to aid in preparing year-end audits and will use it to share information with parents, teachers, the board of directors, and community members.

School Specific Objectives

To prepare a student for non-academic high standards is equally important as academic preparation. These goals include but are not limited to:

All students will develop specific social skills necessary to exist positively in society including but limited to:

- Making and maintaining eye contact;
- Shaking hands in a proper manner;
- Addressing adults with respect; and
- Understanding where and when responses are appropriate.

All students will learn to approach their required work with attitudes and skills needed to be successful in life including but not limited to:

- Perseverance;
- Attention to detail;

- Completeness;
- Accuracy; and
- Neatness.

All students will develop academic skills needed to be successful in subsequent schools including but not limited to:

- Research techniques;
- Reading for a variety of reasons;
- Note-taking skills;
- Organization skills; and
- Literary analysis.

II. Who We Are

A. Founding Group

Below is a statement from members of the Board of Directors that summarizes their experience, qualifications, relevant affiliations and what they contribute to the founding group of KIPP Indianapolis. The School Leader will work closely with the founding board until they are in full alignment with the school's mission, culture, and goals. The School Leader and the founding board members will select additional members in accordance with the by-laws.

Diana Etindi

My educational background is in the field of education, with a B.S. in English Education, a M.S. in History of Education, and coursework completed for a Ph.D in the History of Education. I have a deep concern for the education of our young people today. I see an increasing decline in academic performance in our public schools, thus creating the possibility of an adult generation that will eventually be incapable of fulfilling the necessary roles to maintain our country's competitive status in the world. This would also mean increasing frustration for individuals who are not able to advance themselves professionally or even to attain personal satisfaction.

Because of my concern about our children and their education, I have regularly attended conferences and meetings about charter schools that have been held in this city, as well as meetings hosted by the Black Alliance for Educational Options. I have been very impressed by what I have seen of the Knowledge is Power Program, both in presentations and in visiting the Bronx school personally, and I would consider it a privilege to assist in getting a KIPP school started here in Indianapolis.

The one possibility in which I could see a conflict arising is if I am involved in a research project here at the Hudson Institute that is focusing on charter schools. Such an affiliation with a charter school board could cause my objectivity to be held in question. Therefore, should a proposal that is now in the hands of a potential funder become funded, or should such a future project become funded, I might well have to withdraw from the board. Other than that, I see no other conflicts.

Arthur Jordan

I am a former high school teacher. I taught psychology and sociology to high school juniors and seniors for five years. I was also the Director of Human Relations for the Indiana State Teacher's Association for fifteen years. In this capacity I provided professional development training for teacher members all over the state. I have served on the Board of Directors for the Fall Creek YMCA and Family Service Association. I am currently running my own training and consulting company.

Reid Litwack

I have been interested in charter schools for several years, and I met with Senator Lubbers two years ago to get a sense of what I could do. At the Indiana Charter School Conference a year ago I heard about KIPP, wrote to get information, and was hooked. The KIPP philosophy, commitment, and the doors KIPP was opening for underserved children impressed me.

I have been a manager for thirteen years and I own two steel companies in Center Township. I bring to the KIPP board enthusiasm and commitment. I will contribute money, raise money, help find a facility, and do what needs to be done to get a KIPP-like school opened in Indianapolis. I want to see more opportunities for kids, and believe KIPP can do that.

Michael Feinberg

After graduating from Penn in 1991, Mike interned for Senator Paul Simon in Washington, D.C. before joining Teach For America as a 1992 Corps Member. Mike taught for two years in Texas in the Houston Independent School District before co-founding the Knowledge Is Power Program (KIPP) with fellow Corps Member, David Levin. Currently, Mike is the Superintendent of KIPP Houston and is the CEO of the KIPP Foundation, which oversees the Fisher Fellowship for School Leadership as well as KIPP Schools. The mission of both organizations is to train and support educators to plan, open, and run their own public schools based on the operating principles of the KIPP Academies. Although he will not be a member of the school leadership team, he will assist in the development of the leadership team and the support that KIPP National will provide to KIPP Indianapolis.

Mashea Ashton

I am the Midwest Regional Director for the Knowledge is Power Program (KIPP) an education initiative focused on creating a national network of schools that provide educationally underserved students with the knowledge, skills, and character needed to succeed in top-quality high schools, colleges, and the competitive world beyond. As Midwest Regional Director, I work to establish and maintain relationships with key decision makers throughout the region to ensure that facilities, funding and freedom are in place in time for KIPP Schools to open in July of each year. Prior to joining KIPP, I worked at Leadership for Quality Education's Charter School Resource Center (CRSC). In addition to executing the legislative drive to strengthen the charter school law in Illinois, I provided day-to-day technical assistance to Chicago and suburban charter schools, and guidance to individuals and groups interested in starting charter schools. I also served several years as a special education teacher in Williamsburg, Virginia and Washington, D.C. My educational background includes M.Ed in Special Education with an emphasis on learning disabilities and emotional disturbance and a B.A in Sociology and Elementary Education from the College of William and Mary. I am also a founding board member of the Black Alliance for Educational Options.

As a representative of KIPP National I will secure the legal contract or charter for the school, deliver a signed building lease or land acquisition for the school, and ensure that funding levels meet the minimum requirements for successful school operations. Another key responsibility I will have is creating relationships with local community based organizations, education groups, businesses, foundations, and political and influential community leaders to solidify KIPP's foundation in the community. I will also assemble any additional materials requested by the charter authorizer.

Knowledge Is Power Program

As outlined, KIPP stands for Knowledge Is Power Program. KIPP is based on two schools, located in Houston and the South Bronx of New York City, both of which have established formidable records of academic success. In 2001, KIPP New York was the highest performing public middle school program in the Bronx in terms of reading scores and math scores for the third straight year. Amid one of America's poorest urban communities, over 60% of KIPP New York students now read above the national average and 55% of the school scores above the national average in math. The school's daily attendance of 96% was one of the highest in New York State. Over the next four years, alumni of KIPP New York will earn more than \$1.5 million in scholarships to private high schools and colleges. To date KIPP alumni have earned more than \$4 million in high school scholarships.

The remarkable success of the two pilot schools led to the creation of a national, non-profit organization whose sole mission is to train and support educators to start high-performing middle schools across the country. Each KIPP operates independently and has its own Board of Directors responsible for its operations. Each KIPP school is committed to demonstrating that disadvantaged students can perform academically as well the most privileged students. KIPP Indianapolis will be managed and operated locally and independently from other KIPP schools, but utilizing the same operating principles that have propelled the KIPP Academies to extremely high levels of student achievement.

The leadership team will comprise of the KIPP Indianapolis' Board of Directors, all of whom will be local Indianapolis parents and community members, as well as the KIPP Indianapolis School Leader. The School Leader will be identified during the Fisher School Leadership Program's recruitment and selection process.

The Fisher School Leadership Program

KIPP Indianapolis's founding partnership is with the Fisher School Leadership Program and the KIPP Schools. From the outset, KIPP National selects an outstanding educator to participate in its highly competitive Fisher School Leadership Program. Each Fisher Fellow must complete an intensive year of management and academic training that involves both a rigorous Leadership Institute (hosted by the University of California Berkeley's Haas School of Business) and three separate residencies involving hand on training in key roles at exemplary schools throughout the country. Only by successfully completing the Fisher School Leadership Program is the fellow eligible to become a school leader in a KIPP school.

KIPP National's ongoing commitment to and support of KIPP Indianapolis will take multiple forms. KIPP National's Academic Services Group will develop with KIPP Indianapolis' School Leader a challenging set of academic standards and practices. As a member of the network of KIPP

KIPP Indianapolis

schools, KIPP Indianapolis will have access to curriculum and instructional best practices from leading educators that are updated to comport with changes in state and national standards. Through its established relationships with Teach for America, New Teacher Project, and other groups, KIPP National will assist KIPP Indianapolis with its recruitment of outstanding teachers.

Similarly, KIPP National will be supporting KIPP Indianapolis in a variety of technical, fundraising and student placement functions. Our information services and technology group will provide consulting services to support KIPP Indianapolis' business, academics and community outreach programs (such as vendor management, collection and assessment of data, and staff training). KIPP National will leverage its established reputation to help build a strong local board and community support. Based on our record of success with top private and public high schools throughout the network of KIPP Schools, our Director of Alumni Development will assist in identifying placement benefits and will train local teams in establishing elite high school admission programs.

In addition to this direct involvement with the development of KIPP Indianapolis, KIPP National will also provide substantial support through its access to significant private and public grants. To date, our relationship with the Walton and Challenge Foundations have yielded an average of \$300,000 in awards to each of the KIPP schools. In addition, KIPP National was recently awarded a \$3.8 million grant from the Department of Education for the support of KIPP schools.

Critically, KIPP Indianapolis's membership in the network of KIPP schools will be subject to a License Agreement that will include numerous assurances of quality control. This License will require continuing compliance with KIPP Five Pillars, as well as annual multi-day school inspections and assessments by KIPP National. Membership in the network of KIPP schools will always remain dependent upon achieving and maintaining significantly improved academic results.

KIPP National has a sustained and significant commitment to KIPP Indianapolis. While the initial partnership for KIPP Indianapolis' inception is at a national level, the vision for future partnerships involve making connections at a grassroots level within KIPP Indianapolis's community, as well as tapping into the extensive network of resources throughout greater Indianapolis. Both of the current KIPP Academies in Houston and New York City have utilized this model and are now entrenched organizations within their respective communities. Given charter approval, the same efforts with the same outcomes can occur with KIPP Indianapolis. (Appendix B -Highlights of KIPP Houston and KIPP Bronx).

Community Partnerships

KIPP Indianapolis understands the importance of the tie between the community and students within the community. In order to facilitate the students' feeling a sense of belonging to their community and the community feeling a sense of responsibility toward the students, opportunities for community participation in the operation of KIPP Indianapolis may include, but not to be limited to, the following:

- Members of the community will be recruited to sit on the Board of Directors as voting representatives and will be encouraged to serve or chair on committees;
- Members of the community will be asked to serve on special advisory or task committees;
- Community representatives will be asked to serve on KIPP Indianapolis' Evaluation Team;
- Utilizing community resources to assist with the operation of KIPP Indianapolis that are consistent with KIPP Indianapolis' academic needs;

- Utilizing community resources and contacts to assist with the recruitment of students and master teachers.

III. Educational Services Provided

A. Educational Philosophy

The KIPP philosophy does not suggest that all children *can* learn, but rather states that all children *will* learn. There are no shortcuts and there are no excuses. Based on the demographics of our target population, we are expecting and are prepared for the challenge of getting students on grade level and beyond. Our approach is multi-faceted. KIPP Schools are achieving their mission through successful implementation of the Five Pillars. First, the commitment of students, faculty, parents and community lays the groundwork (Choice and Commitment). Second, the demand for student discipline, dedication and desire builds the foundation for an optimum learning environment (High Expectations and Rewards and Consequences). Third, rigorous academic procedures and expectations then build on this platform to guarantee outstanding student achievement (More Time and Outstanding Academic Results).

The content of the KIPP Indianapolis curriculum will focus on the necessary remediation of basic skills coupled with emphasis on higher order thinking processes in all content areas. In accordance with state regulation, KIPP Indianapolis will provide the basic age-appropriate curriculum for reading, writing, math, science, social studies, health/P.E., fine arts, and foreign language at each grade level. These courses will be supplemented by KIPP Indianapolis' enrichment classes which provide extra time for critical thinking skills and reading novels, as well as developing hobbies. By the eighth grade, students will learn an advanced curriculum including algebra and biology in preparation for entering the Honors/AP track at college preparatory high school programs in Indianapolis or elsewhere.

KIPP Indianapolis will recruit and employ teachers who will maximize classroom learning. There are many educational theories and practices proven to be effective in the classroom environment. KIPP Indianapolis does not intend to subscribe to only one approach. The school believes in allowing successful teachers to teach in an environment that supports their successful practices and strategies. KIPP Indianapolis will combine the Indiana Academic Standards with proven methodologies that have found success in the existing KIPP Academies. These include:

- Direct whole-class instruction;
- Indirect whole-class instruction;
- Instruction incorporating various learning modalities;
- Instruction adapted to multiple intelligences;
- Teacher-directed small group instruction;
- One-on-one teacher instruction;
- Cooperative learning;
- Peer tutoring;
- Computer activities;
- Educational and motivational field lessons;
- Whole body multi-sensory instruction such as raps, songs, chants, and dances;

- Phonetic-based instruction;
- Whole-language instruction;
- Project-based learning; and
- Discovery learning.

We strive to facilitate instruction at all levels of learning. Often students are kinesthetic and tactile learners whose needs are not met through traditional teaching methods. To directly address the needs of this population of students, teachers will implement the following techniques: call and response, whole body hands on learning and role playing. Outside of the classroom, teachers will also employ strategies to enhance student learning, including team teaching, peer tutoring, and horizontal and vertical planning.

Teachers at KIPP Indianapolis will work together to refine, share, and develop effective teaching strategies. Each will bring effective classroom techniques, which they will share with other teachers through team-teaching experiences. There will be continuous vertical and horizontal curriculum planning to ensure consistency between grades and cross-curricular developments in each grade. The planning will commence with a week-long teacher in-service at the beginning of the school year and will be maintained throughout the year by coordinated departmental planning periods, mandatory grade-level meetings, and periodic after-school planning sessions.

Each grade level at KIPP Indianapolis will be departmentalized, with five teachers teaching the core classes at each grade. One teacher at each grade level will serve as the Grade Level Chair, acting as a lead teacher and working closely with the School Leader on issues such as discipline, scheduling, trips, and student performance. The students will be divided heterogeneously into three different groups per grade level, each of which will rotate through the teachers' classrooms throughout the school day.

B. Curriculum

Note: KIPP Indianapolis will more fully develop its curriculum in the spring of 2003 as part of the fellowship year, before the beginning of the first school year. Upon its completion, the fully developed curriculum will be presented to the Indianapolis Office of the Mayor. Please see Appendix H for a sample of 5th grade academic standards. The following content area and grade-level descriptions are to serve as a starting point for KIPP Indianapolis' curriculum guidelines.

KIPP Indianapolis will correlate its curriculum objectives with the Indiana Academic Standards. KIPP Indianapolis' focus is not to change what the state feels are the appropriate academic outcomes, but rather, to ensure that all students master all areas of the Indiana Academic Standards. The school's expectation is to accelerate student learning to ensure that mastery of the state standards is achieved at a quicker pace. This accelerated pace is necessary to prepare the students for the rigorous and challenging curriculum they will encounter in high school Honors and Advanced Placement programs. Teachers will work with the School Leader to determine the curricula that will match students' needs. Incoming student needs and performance levels will determine the weight that teachers will place on the different elements of the curriculum. Clear and specific academic objectives will be mastered at each grade level as students move through the curriculum at KIPP Indianapolis' intensified pace.

KIPP Indianapolis

KIPP Indianapolis will focus on teaching fundamental reading, writing, and math skills every day. Students will receive nearly eight hours of math instruction and nearly eight hours of English language arts instruction each week. The 5th grade mathematics course will not only provide the children with a solid foundation in arithmetic, but will prepare them for their upcoming journey into algebra. The 6th grade Pre-Algebra course will serve as the essential bridge between basic arithmetic and algebra. The Pre-Algebra class will incorporate much of the subject matter present in the beginning chapters of a standard algebra text. Students of KIPP Indianapolis will then take a two-year Algebra I course in 7th and 8th grade, setting them on a course for Algebra II by their first year of high school.

The English language arts curriculum will be just as intensive. Classroom instruction will focus on the attainment of reading, writing, speaking, listening, and comprehension skills. Students will also spend one additional hour each day reading novels, or getting extra assistance with reading. The school's reading and writing teachers will attend available workshops to further their expertise; and to expand their ability to address the unique needs of each student from an educationally disadvantaged neighborhood

KIPP Indianapolis students will also receive nearly four hours of science and nearly four hours of Social Studies instruction each week. KIPP Indianapolis' advanced science curriculum will parallel student development in mathematics. Students will study life and earth science in the 5th and 6th grades, followed by high school level biology and physics classes in 7th and 8th grades. These advanced courses will provide proficiency and confidence in sciences well beyond grade level, while serving to synthesize their algebra and critical thinking skills. The Social Studies department will focus on four different strands: Geography, Economics, Civics, and History. Students will explore these four strands through the study of world history and culture, United States history, and Indianapolis history and heritage. Current Events will also be a large focus of the department. The teachers of the four core subjects will work closely together to ensure that skills and content are being reinforced in all classes.

In addition to focusing on academic skills, teachers at KIPP Indianapolis will place a strong emphasis on character building. Students will be required to attend physical education courses Monday through Thursday and will be given the opportunity to participate in enrichment programs such as music and art. Each week will culminate with activities on Friday afternoon where students will learn how to behave in large group settings, listen to guest speakers and presenters, participate in student competitions (i.e. spelling or geography bees), and present student-run productions or demonstrations. Students will have more opportunity for character building through the Saturday enrichment program, where they will participate in athletics, dance, art, music and other such activities. Students will also have the opportunity to help their community through volunteer programs and activities.

KIPP Indianapolis will spend more time on task, which is critical to bringing students up to grade level and beyond. Students are required to attend school from 7:30 a.m. to 5:00 p.m. each weekday along with Saturday enrichment classes, and students will attend school for one month during the summer. Students will also have the option of staying, or may be required to stay, after school to receive additional help or instruction. Furthermore, the school's teachers will be asked to provide their home phone numbers, cellular phone numbers, and pagers to all students so they can be in contact with teachers at night for assistance with homework or in the case of an emergency. The

school will provide an 800 number so students whose families do not have telephones will not have to pay to call.

KIPP Indianapolis plans to work closely with parents and community members to make sure that all the students are achieving the results and goals we hope to attain. The school wants to foster a supportive family environment inside the classroom and throughout the school and community. We want the students to have pride in themselves, their school, their family, their heritage, and their community.

State standards are used as the foundation for curriculum, assessment, and student work. For example, the Math state standard 5.5.7 states that students should be able to “add and subtract with money in decimal notation.” Student work might include an assignment where students are given a weekly discount magazine for a grocery store and are told they can purchase up to \$20 in items. They would need to calculate the cost of the items they choose to purchase (addition with decimal notation) as well as the state the amount of money they have left after their purchases (subtraction with decimal notation).

Armed with both academic and character skills and achievements, students of KIPP Indianapolis will recognize an outstanding education as the instrument to achieve personal success. The mission is not easily accomplished; the students of KIPP Indianapolis will soon learn that *there are no shortcuts* to realize these goals.

C. Assessment

As with curriculum, all assessments and standards used at KIPP Indianapolis are aligned with those of the Indiana Academic Standards.

Assessment Tools

KIPP Indianapolis’ mission includes taking “at-risk” populations and putting them onto a Honors/AP track for life. While understanding that such skill mastery will occur in gradual steps, KIPP Indianapolis will measure the impact and success of its academic programs utilizing several forms of evaluation and assessment, allowing teachers to follow every student’s growth while also capturing day-to-day accomplishments.

KIPP Indianapolis believes there needs to be a wide array of assessments including school-developed assessments to track specific skills and learning, state exams to ensure that students are meeting all state standards, and national exams to help KIPP Indianapolis faculty see the strengths and weaknesses of its methods measured against a national norm.

Evaluation and assessment instruments to be used may include:

- Indiana Statewide Testing for Educational Progress (ISTEP), as the state schedule demands;
- Iowa Test of Basic Skills, as the state schedule demands;
- State performance-based assessments for writing, if applicable;
- National norm-referenced tests such as Woodcock-Johnson Test of Achievement, Stanford 9, or Educational Research Bureau test, or a combination of the aforementioned;
- Grade reporting and weekly progress reports to parents;
- Student folders;

KIPP Indianapolis

- Student writing portfolios;
- Student journals;
- Daily subject area monitoring;
- Unit tests;
- Projects;
- Parent surveys; and
- Class attendance.

Evaluation and assessment will be conducted on an annual, quarterly, weekly, and daily basis in all curriculum areas. The frequency of these evaluation tools will serve as an opportunity for KIPP Indianapolis' teachers and administrators to critique the program, adapt instructional approaches, and establish new goals and expectations to better serve the student population.

KIPP Indianapolis will continue to utilize the assessment measures discussed previously as well as initiate new assessments. In addition, KIPP Indianapolis plans to eventually administer the Educational Research Bureau (ERB) test annually to students. This test is administered to private school students who have high college matriculation rates and will help ensure that KIPPsters are maintaining a college preparatory pace.

KIPP Indianapolis shall evaluate the effectiveness of its plan for improvement on a yearly basis. The school shall submit and present an Annual Evaluation Report to the Board in July of each year. The Annual Evaluation Report shall set forth the academic program and the progress made by KIPP Indianapolis in the previous year in implementing its improvement plan, including without limitation, the results of standardized student tests and documentation that students met minimum state standards, and documentation that students met or exceeded the academic or vocational education goals and objectives for that school year. The Annual Evaluation Report shall be in a form acceptable and agreed to by the Board. The Annual Evaluation Report shall also be provided to the parents or guardians of students enrolled in KIPP Indianapolis, and the community.

KIPP Indianapolis shall grant reasonable access to, and cooperation with, the Board, its officers, employees or other agents, including allowing site visits for the purpose of allowing the Board to fully evaluate the operations and performance of KIPP Indianapolis. Where possible, the Board shall provide the School Leader with at least 24 hours prior notice of such site visits.

D. Special Student Populations

Special Education

KIPP Indianapolis will ensure, per all state and federal requirements, that the needs of special education students will be met. Any provisions contained herein are subject to state and federal requirements for students with disabilities. Further, per Federal Law, students with disabilities will be fully integrated into the programs of KIPP Indianapolis, with the necessary materials, mandated services, and equipment to support their learning. KIPP Indianapolis will comply with all of the Individuals with Disabilities Education Act (IDEA) regulations, Section 504 of the Rehabilitation Act of 1973, and Title 11 of the Americans with Disabilities Act.

The school will ensure that any student with a disability attending KIPP Indianapolis will be identified and serviced. KIPP Indianapolis will meet all the requirements mandated within a

KIPP Indianapolis

student's Individual Education Plan (IEP) for any student entering with pre-existing disability requirements. The school will seek to offer an inclusion program for all students with disabilities. However, if the student's needs and IEP require a program other than inclusion, KIPP Indianapolis will attempt to meet those needs with existing staff or contracted services.

If a student's IEP ever requires the provision of specialized services not available at the school (e.g. OT, PT), the school will contract with individual providers on a per diem fee-for-service basis, partner with the Special Education Cooperative or arrange for services to be provided by Indianapolis Public Schools.

Furthermore, KIPP Indianapolis will ensure proper management of IEPs. The KIPP Indianapolis' counselor will ensure that effective and appropriate communication be maintained for the following purposes:

- Provision and monitoring of all educational services as required by the IEP;
- Provision and monitoring of all related services as required by the IEP; and
- The completion of all requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations and ongoing monitoring of student progress appropriate provision of any/all test modifications as stipulated on the IEP.

All necessary procedures and practices to ensure confidentiality and accurate and timely reporting will be the responsibility of the KIPP Indianapolis counselor as supervised by the School Leader. The School Leader will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is kept confidential, in accordance with FERPA and IDEA guidelines. The School Leader will oversee access to these records, and he/she will be responsible for ensuring that all providers responsible for the implementation of students IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

The school will collect and maintain the following information on disabled students as required by IDEA:

1. The count of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are Limited English Proficient;
2. The number of students provided with test modifications and the types and the number of students exempted from state assessments;
3. The settings in which students with disabilities receive their services, specifically the portion of the school day they receive services with non-disabled peers including time out of the regular classroom;
4. The number of students with disabilities suspended "in-school" and out of school, organized by disability, and length of suspensions; and
5. The basis of exit of students with disabilities from KIPP Indianapolis (i.e. attainment of diploma and type, declassified, moved, etc.).

Finally, KIPP Indianapolis will provide quarterly and annual assessment of student progress. Parents will be informed of both the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals four times a year, which is the same frequency as progress is reported to all students and parents in Indianapolis Public Schools. We will document

the method by which a student progresses toward achieving the annual goal, how it is measured, the student's progress during the relevant period, the extent to which it is anticipated that the student will achieve the annual goal prior to the next annual review, and where needed, the reasons why the student did not meet the goal.

English as a Second Language Provisions

KIPP Indianapolis will serve English as a Second Language (ESL) and Limited English Proficiency (LEP) students in accordance with all applicable Federal Laws and Regulations. ESL/LEP students will be given appropriate support based on their demonstration of a lack of familiarity with English. The LAB- LAU tests or another appropriate mechanism will be used when there is a question regarding the exact needs of the student. When applicable, KIPP Indianapolis will follow state-regulated administration of the LAB using Form A battery on even years and Form B battery on odd years.

Students who score at or above the 25th percentile on LAB, shall be administered a norm-referenced achievement test in reading or reading comprehension for further assessment. Students who score at or above the 40th percentile on this test will be considered English proficient. Students who score below the 40th percentile and students who scored below the 25th percentile on the LAB battery, will be reviewed in a Language Assessment Conference attended by the student's classroom teacher, appropriate ESL-trained staff, and other parties. A needs assessment will be outlined and the student will receive appropriate intervention.

All KIPP Indianapolis students will receive instruction in a mainstream environment; ESL/LEP students will not be assigned to classes for the disabled because of their language needs, nor will they be excluded from regular school activities. Both bilingual and ESL services will be provided to all students in need of service. A special education and bilingual teacher or qualified consulting teacher will monitor the student progress and assist the classroom teachers in modifying strategies to meet any student's individual needs. In addition, all KIPP Indianapolis teachers will receive the materials and the professional development necessary to effectively meet the needs of KIPP Indianapolis' students. Furthermore KIPP Indianapolis will work closely with Indianapolis Public Schools to find best school practices and to ensure usage of the most effective evaluative strategies and standards.

IV. Organizational Viability and Effectiveness

A. Budget and Financial Matters

KIPP Indianapolis will take several steps to ensure that it is in compliance with all financial regulations and acceptable operating practices. KIPP Indianapolis intends to reduce unnecessary inefficiencies and minimize the potential for unethical behavior by using a regulatory system, not a creative one. All transactions will involve multiple players and steps, where each individual stays within their area of responsibility. It is the responsibility of the School Leader and Business Manager to plan a budget that is financially stable and allocates the appropriate resources to run an effective school. The School Leader and Business Manager will develop an annual budget after soliciting input from faculty members, community members, parents and board members. The School Leader will present the proposed budget to the Board of Directors for approval at its regularly scheduled meetings. The Board of Directors will approve the budget before it is implemented. Most transactions will then begin with a faculty requisition. The Business Manager

KIPP Indianapolis

must check the finances and the School Leader must approve the acquisition. (A procurement process may be necessary for significant items.) The Business Manager will then order the supplies with the necessary purchase order. The School Leader will sign the checks, and a co-signature will be required for checks over \$10,000. All financial transactions will be recorded and reflected in reports to the board.

Budget

The budget for the school's start-up and its first five years of operation are provided in Appendix E.

Assumptions

All assumptions for revenues and expenditures are based on historical expenditures in the development of 15 KIPP Academies, including the pilot schools in Houston and the South Bronx. KIPP Indianapolis' funding sources will be diverse. The per pupil payments from local and state sources and federal school funding programs will be combined with other grants and donations, as well as financing depending on the final facility plan. KIPP Indianapolis also plans to call upon local business for fundraising efforts and in-kind donations.

Demand

There exists a demand in Indianapolis for a top-notch education for students in low-income areas, that will prove that when it comes to educating children, there are "no excuses." KIPP Indianapolis will prove that the children of Indianapolis can, and should, go on to excel at the top high schools and colleges in the country. The decline in Indianapolis Public School enrollment, due to flight from the city and enrollment in non-public schools is an indicator of the demand parents have for options within public education.

Enrollment

KIPP Indianapolis plans to open in the summer of 2003 with approximately 80 fifth graders. Each year, KIPP Indianapolis will add a fifth grade until the school serves grades five through eight. This incremental and deliberate growth pattern will be essential to establishing the culture of high expectations both academically and behaviorally that KIPP schools demonstrates.

KIPP Indianapolis' initial enrollment is expected to be as follows:

Year	Grade	Number of students
2003	5	80

KIPP Indianapolis' projected 5-year enrollment is expected to be as follows:

Year	2003	2004	2005	2006	2007
Grade Levels	5 th	5 th -6 th	5 th -7 th	5 th -8 th	5 th -8 th
Enrollment Increase by Year	80	80	80	80	80
Total Enrollment	80	160	240	320	320

Recruitment and Marketing

As soon as possible after the approval of KIPP Indianapolis' charter by the sponsor, the school will initiate a systematic, methodical, documented recruitment process to ensure the school is not racially or socio-economically segregated. Geographic enrollment boundaries will be specified after the school makes a final agreement for a site. KIPP Indianapolis will give preference to students from the immediate neighborhood, but will be open to children from throughout the city, space permitting.

KIPP Indianapolis will enroll all students who respond by submitting timely applications. If the number of applications exceeds the capacity of a program, class, grade level or building, a lottery will be used to assure all applicants an equal chance of gaining admission. Admission will be limited to the grades and ages of pupils served as described under Educational Philosophy. KIPP Indianapolis acknowledges its right, per statute, to give enrollment preference to siblings of students already attending or accepted to the school, children of parents employed there and to students living within the above geographical boundaries. We will not restrict admissions based upon race, ethnicity, national origin, disability, gender, income level, proficiency in English or athletic ability.

Recruitment of new students will be an ongoing process. Formal recruitment of incoming students will begin in January for the following school year. In that month, KIPP Indianapolis teachers and the KIPP Indianapolis recruitment committee members will advertise open registration. In March, April, and May, teachers will conduct home visits to encourage parents to sign the Commitment to Excellence (Appendix A) and to officially enroll students. If the number of applications exceeds the number of spaces available, admission will be determined on the basis of student lottery among all timely applications within the attendance zone.

KIPP Indianapolis will take the following steps to ensure that students representative of the school's respective communities continue to be recruited:

- Post flyers and notices in local supermarkets, churches, community centers, and apartment complexes;
- Visit local organizations in each neighborhood;
- Visit and explain to prospective students and their families the purpose of KIPP Indianapolis;
- Conduct parental information sessions to elaborate on the commitment involved with attending KIPP Indianapolis;
- Canvass neighborhoods to further reach interested families;
- Local school visits;
- Home visits in local school areas;
- Referrals from other KIPPsters and families;
- Neighborhood flyers;
- Speak at church and prayer meetings;
- Speak at civic organizations;
- Speak at community based organizations;
- Local newspaper and community association newsletter advertisements; and
- Teacher referrals from other campuses.

KIPP Indianapolis will provide translation services for all promotional material and any person-to-person interaction requiring translation.

Admission to KIPP Indianapolis will be a cooperative decision between students, parents, and teachers. Students and parents must choose to enroll in KIPP Indianapolis instead of remaining at the zoned public school. The school encourages and motivates the students and their families to view an intense academic commitment as their key to the future. Students, parents, and teachers will be strongly encouraged to sign KIPP Indianapolis' Commitment to Excellence. This document addresses the areas of attendance, homework, behavior, and academics. In accordance with all Federal Laws, no student will be denied admission to KIPP Indianapolis based on race, ethnicity, national origin, gender, or disability.

Students will be able to withdraw from KIPP Indianapolis at any point in time and return to their local zoned public school or any other school to which they can gain admission. Upon notification of student withdrawal, KIPP Indianapolis will immediately notify the appropriate local board of education in which the student is zoned.

B. Governance and Management

Organizational Structure And Governance Plan

The responsibility for KIPP Indianapolis' success rests with the leadership that guides the school. Governing and policy-making authority and fiduciary responsibility for KIPP Indianapolis will rest with the Board of Directors.

KIPP Indianapolis will be an Indiana not-for-profit corporation that has applied for federal tax-exempt status pursuant to section 501(c)(3) of the Internal Revenue Code. KIPP Indianapolis' founding Board of Directors is set forth in its articles of incorporation, which are attached hereto as Appendix F. Prior to initial school operations, it is anticipated that KIPP Indianapolis' board will include the school leader – who will be a Fisher Fellow and graduate of the Fisher School Leadership Program – as well as representatives of the community and the KIPP Foundation.

Prior to the commencement of school operations, KIPP Indianapolis will enter into a license agreement with the KIPP Foundation for use of the “KIPP” and “Knowledge is Power Program” trademarks. This license will provide for annual school inspections and assessments, and is further intended to ensure ongoing compliance by KIPP Indianapolis with the KIPP educational philosophy and adherence to its “Five Pillars.” Although KIPP Indianapolis' board of directors will hold governing prerogatives, the KIPP Foundation will retain the right to approve and evaluate school leaders.

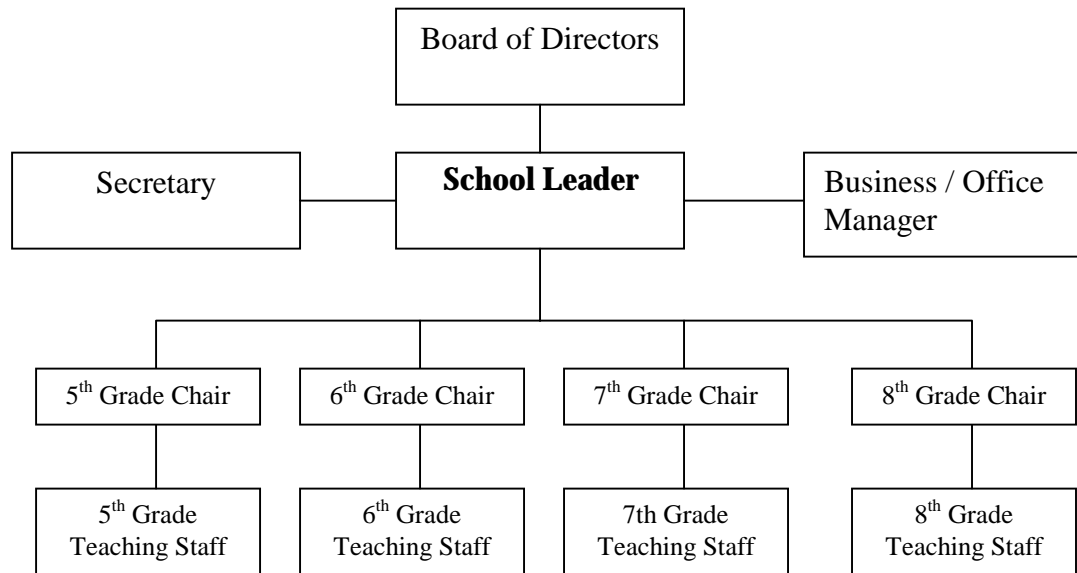
As a KIPP school, KIPP Indianapolis will receive from the KIPP Foundation: support in the development of academic standards and practices; access to curriculum and instructional best practices from leading educators; assistance in the recruitment of outstanding teachers; informational services and technology consulting to support business, academic and community outreach programs; training and support with alumni development, high school and college admission and placement. In addition, KIPP anticipates providing significant financial support through its access to substantial private and public grants. In order to help sustain the training of future school leaders, it is anticipated that KIPP Foundation will seek to recover, beginning in the third year of school operations, a sum not to exceed 5% of the KIPP Indianapolis' per pupil allocation.

KIPP Indianapolis

The Board will operate in accordance with the by-laws and applicable open door laws for Indiana. KIPP Indianapolis' Board of Directors will be representative of the community the school intends to serve. The Board members must completely support the mission of the school and serve because they believe in the goals of the school. The members should also represent a broad area of expertise. The Board should, at maturity, have at least one financial expert, one fundraising expert, one community leader, one parent, and an educational leader. The board will be comprised of an executive committee and several other smaller committees. Furthermore, temporary committees may arise to handle various needs. The KIPP Indianapolis Board will meet monthly with the School Leader presiding over the meetings. Below is an organizational charter of the charter school staff, including the Board of Directors and teaching staff.

ORGANIZATIONAL REPORTING STRUCTURE

KIPP Indianapolis Charter School



Roles and Responsibilities

Board of Directors

The Board of Directors' primary responsibility will be to help set policies and work with the School Leader in guiding KIPP Indianapolis.

KIPP Indianapolis' Board of Directors are empowered to:

- Ensure that the school adheres to the goals outlined in this charter, as well as state and federal guidelines and other KIPP Indianapolis school policies;
- Hold the School Leader accountable for the academic and fiscal responsibility of the school;
- Provide support to the school for additional fund-raising, marketing and other services as needs arise; and
- Advocate on behalf of the school by working to establish partnerships with community organizations, institutes of higher learning, non-profit foundations and corporate entities that support education through noncommercial relationships.

President/School Leader

The role of the School Leader is to implement KIPP's Five Pillars in the operation of KIPP Indianapolis, as to assure that the diverse components are functioning as designed and that the mission, goals, and objectives of the school are being fulfilled.

Responsibilities include but are not limited to:

- Manage and evaluate instructional and non-instructional staff;
- Maintain school budget records;
- Write, sign, or co-sign all school checks.
- Prepare the agenda for all board meetings;
- Preside over and direct the board meetings in accordance with parliamentary procedures defined by Robert's Rules of Order;
- Serve as the lead person for cultivating community partnerships; and
- Ensure board activities are in compliance with the statutes and regulations.

Other Key Personnel

The Office Manager, under the direction of the School Leader will keep track of all revenue and expenses in the financial accounting software. Financial reports will be made at all KIPP Indianapolis Board of Directors meetings. The School Leader and the Treasurer of the Board of Directors will have authorization to sign all school checks. Items over \$10,000 will require both signatures, as outlined in the KIPP Indianapolis' by-laws. An independent audit will occur within 120 days of the end of each fiscal year, and the audit will be made available to all entities that have provided KIPP Indianapolis with funds to operate the school.

Process for Developing Policies and Making Decisions

KIPP Indianapolis' decision making process will rest with the KIPP Indianapolis' Board of Directors setting policies and the School Leader carrying out those policies. The School Leader will coordinate all campus level planning and decision making that will involve the school's professional staff, parents, and community members in establishing and reviewing the school's educational plans, goals, performance objectives, and major classroom instructional programs. This allows the School

Leader, teachers, parents, and the community to make school-based decisions within the boundaries of the decisions and policies set by the Board of Directors.

Recruitment, Selection, Development of Board Members

The School Leader will work closely with the founding board until they are in full alignment with the school's mission, culture, and goals. Members of the board of directors will be chosen through an election process. A nominating committee comprised of two parents, two faculty, and two board members will identify and qualify the slate of candidates prior to the elections.

The qualifications sought in those candidates interested in serving on the board of trustees would include but not be limited to:

- A dedication to furthering the vision and mission of KIPP Indianapolis;
- Willingness to volunteer for one or more board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure;
- Expectation that all children can and will realize high academic achievement;
- Specific knowledge, experience, and/or interest in at least one element of governance for KIPP Indianapolis.

Curriculum

The School Leader will be responsible for ensuring that overall curricular policy remains faithful to the school's mission. The School Leader will implement that policy and develop and maintain, with input from teachers, a cohesive 5-8 curriculum. The School Leader will also be responsible for implementation of the Indiana Standards and for working with parents and teachers to provide differentiation where necessary to meet the needs of students not achieving expectations.

Personnel Decisions

The School Leader will be responsible for staffing. The Board of Directors will enter into contracts with employees.

Budget Allocation and Vendor Selection

The Board of Directors will be responsible for formulating and approving annual budgets, with substantial input from the School Leader. The School Leader will have the latitude in determining how funds are best used within certain budget categories and vendor selection. The Board of Directors will be responsible for long-range financial and facilities planning. The Board of Directors intends to work with an outside service provider to for bookkeeping services and to ensure compliance with state financial accounting procedures.

C. Transportation

KIPP Indianapolis will ensure that the transportation needs of enrolled students are met. Once the random selection of the student body is made, the school will create a transportation plan to meet the needs of eligible students. KIPP Indianapolis will develop a transportation plan that will guarantee that transportation will not be a barrier for any child desiring to attend KIPP Indianapolis. We anticipate that some students will be driven to school or take public transportation.

KIPP Indianapolis

KIPP Indianapolis will either contract with a local vendor in order to provide transportation or with the local school board. The local school board can provide transportation services dependent upon space within their current transportation system. Transportation will be provided for students with special needs. Also, teachers at KIPP Indianapolis may be asked to provide rides to and from school for students whose families do not have any means of transportation.

Each operator of a pupil transportation vehicle will hold a valid driver's license- class A, B or C, have a clean record of safety, have received an annual physical within 60 days of operating the vehicle, and participated in the Department of Education's driver education program.

Students will annually receive instruction in emergency evacuation and safe riding on school buses. KIPP Indianapolis will not exceed the manufacturer's rated seat capacity by more than 120%.

If at any point KIPP Indianapolis purchases transportation vehicles, all vehicles will be in compliance with federal standards. All vehicles intended for student transportation will be inspected monthly by service personnel and annually by the Department of Public Safety.

KIPP Indianapolis at a minimum will purchase the following auto liability insurance:

- \$1,000,000 per person
- \$5,000,000 each accident
- \$50,000 property damage
- \$5,000 medical/death payment

	Pre-Opening <i>From approval to oper</i>	Fiscal Year 2,003	Fiscal Year 2,004	Fiscal Year 2,004	Fiscal Year 2,005	Fiscal Year 2,006
Projected Enrollment		80	160	240	320	320
I. Revenues						
Carry-over from previous	0	31,826	57,000	22,221	25,831	83,818
Per Pupil Payments		588,000	1,199,520	1,835,266	2,495,961	2,545,880
State Grants	0	0				
Federal Grants		27,040	54,080	81,120	108,160	108,160
Private Funds	160,000	100,000	50,000	100,000	100,000	100,000
Other (Briefly detail)						
Federal Meal Program		52,920	105,840	158,760	211,680	211,680
and Field Trips)		4,000	8,000	12,000	16,000	16,000
Total Revenues	160,000	803,786	1,360,600	2,038,607	2,729,952	2,837,858
II. Expenditures						
Human Resources						
Director/Principal Salary	4,960	55,000	57,750	60,638	63,669	66,853
Supervisors/Lead Teachers Salaries						
Teachers (FT) Salaries		210,000	432,600	623,280	924,000	957,600
Teachers (PT)						
Salaries(Nurse, office clerks)	0	3,600	20,040	22,200	37,200	37,200
Clerical Salaries (office	2,240	28,000	29,400	30,870	32,414	34,034
Custodial Salaries (1 daytime, 1 nighttime)	1,600	20,000	21,000	22,050	22,491	23,616
Consultants	0	0	0	0	0	0
Other Salaries(Summer School teacher stipends)	16,200	16,200	27,000	40,500	54,000	54,000
Benefits	5,500	73,216	129,314	175,898	249,430	258,127
Payroll	100	2,370	2,745	3,195	3,595	3,620
Professional Development	0	6,000	10,000	15,000	20,000	20,000
Substitute Teachers	0	0	0	0	0	0
Board Recruitment	0	0	0	0	0	0
Board Development	0	0	0	0	0	0
Expenses (Guidance Counselor, HS Admissions Counselor, Director of Development)	0	0		85,000	89,250	134,250
Total Human Resources	30,600	414,386	729,849	1,078,631	1,496,050	1,589,299
Facility						
Rent	5,000	50,000	0	0	0	0
Mortgage			122,100	183,100	183,100	261,600
Renovation/Construction						
Debt Service						
Utilities	1,000	15,600	19,200	22,800	26,400	26,400
Maintenance	25,000	4,000	6,000	10,000	15,000	15,000
Janitorial & Sanitization	200	2,100	2,580	3,060	3,540	3,540
Expenses(Contracted building services-Pest Control, Refuse)	300	3,100	3,650	4,080	4,080	4,080
Total Facility	31,500	74,800	153,530	223,040	232,120	310,620

	Pre-Opening <i>From approval to oper</i>	Fiscal Year 2,003	Fiscal Year 2,004	Fiscal Year 2,004	Fiscal Year 2,005	Fiscal Year 2,006
Projected Enrollment		80	160	240	320	320
Materials/Supplies/Equipme						
Textbooks and Other						
Instructional Supplies	8,400	4,200	16,800	16,800	16,800	16,800
Assessments	0	0	0	0	0	0
Instructional Equipment	9,000	9,000	36,000	54,000	72,000	72,000
Classroom Technology	0	12,500	10,500	10,500	12,500	15,000
Office Technology	4,250	0	1,250	1,250	1,250	1,250
Instructional Software	0	3,000	7,000	11,000	16,000	1,000
Office Software						
Library	0	1,600	3,200	4,800	1,600	1,600
Office Furniture	6,000	0	2,500	1,000	1,000	1,000
Classroom Furniture	12,000	0	16,000	16,000	20,000	1,000
Other Equipment (Athletic & Musical)	0	5,500	15,000	24,000	21,000	10,000
Copying and Reproduction	2,000	1,500	2,010	2,025	2,250	2,250
Postage and Shipping	0	1,200	1,800	2,040	2,280	2,280
Telephone/Fax Lines	400	6,000	6,600	7,260	8,349	8,766
Long Distance Telephone Expenses	0	3,240	4,320	6,480	9,180	9,180
Internet Access	4,800	6,000	9,600	9,600	9,600	9,600
Saturday Enrichment	0	3,200	6,400	9,600	12,800	12,800
Office Supplies and Maaterials	7,000	0	3,000	3,300	3,795	3,985
Other/Health Supplies	0	800	1,600	1,600	1,600	1,600
Total	53,850	57,740	143,580	181,255	212,004	170,111
Additional Costs						
Contracted Services (Student Services)	0	12,000	20,000	25,000	30,000	30,000
Business Services						
Insurance	2,000	23,000	26,000	29,000	32,000	35,000
Marketing/Development						
Legal Expenses	0	3,000	3,000	35,000	35,000	35,000
Accounting/Audit	0	7,000	7,700	8,470	9,741	10,228
Transportation	3,000	30,000	5,000	75,000	100,000	100,000
Field Trips	0	48,000	96,000	144,000	192,000	192,000
Food Service- Week day and summer	7,224	72,240	144,480	199,520	288,960	288,960
School	0	4,620	9,240	13,860	18,260	18,260
Total Additional Costs	12,224	199,860	311,420	529,850	705,961	709,448
Total Revenues	160,000	803,786	1,360,600	2,038,607	2,729,952	2,837,858
Total Expenditures	128,174	746,786	1,338,379	2,012,776	2,646,135	2,779,478
Balance	31,826	57,000	22,221	25,831	83,818	58,380